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ABSTRACT

The primary purpose of this study was to provide an actuarial picture of the extent and nature of the non-English-speaking population in the Toronto Public Schools. The study attempted to ascertain the correlation between reading level and grade level of these pupils. Some indication of their mobility was also sought. Such information has immediate value for organizational and administrative purposes. The results cover population size, pupils' age, language spoken, year of entry into Canada, year of school admission, number of schools attended, present grade level, and reading achievement. An interpretation of the results is provided along with a discussion of implications. (Author/VM)

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A SURVEY OF PUPILS LEARNING ENGLISH AS A SECOND LANGUAGE IN THE CITY OF TORONTO PUBLIC SCHOOLS

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A SURVEY OF PUPILS LEARNING ENGLISH AS A SECOND LANGUAGE IN THE CITY OF TORONTO PUBLIC SCHOOLS

(Research Department in Cooperation with the Public School Principals' Association)

INTRODUCTION

Rising numbers of pupils faced with the task of learning English as a second language in our schools has brought about a greater awareness among educators of the problems involved in second-language learning. This awareness in turn has led to an expression of the need to obtain objective information about these pupils as a first step toward developing the most efficient means of teaching them.

Numerous articles[1] have been written on the subject. Most of the articles, however, are primarily descriptive in nature. They are also frequently concerned with the problems of particular ethnic groups, such as Spanish-speaking pupils in the Southwestern United States, rather than with non-English-speaking children in general. The reports are, accordingly, of limited usefulness.

While research findings are of greater value in that they provide objective information, the amount of such information is limited. Of the research work that has been done, a good deal has been concerned with the effect of bilingualism on the measurement of intelligence. Thus, Darcy (1953) has compiled a comprehensive review of one hundred and ten such studies. She concluded that bilingualists suffer from a language handicap on verbal tests of intelligence but that this disappears when the test is non-verbal.

1 For a representative sample see Cohn (1960), Gordon (1958), Perlman (1958), Abraham (1957), Hickey (1956), Johnson (1956), Wallace (1956), Patterson and Joyce (1955), Pankoke and Barnes (1954), and Rowan, Kendall, and Stroud (1950).

Comparatively little research has been directed at investigating the effect of bilingualism on school achievement. Singer (1956) has attempted to summarize the work that has been done. On the basis of available evidence he concluded that:

(a) Bilingualism has a detrimental influence on school achievement in the early years of elementary school, especially in the verbal subjects such as reading and spelling. This handicap may persist through the grades if the curriculum and teaching is not properly adapted to the bilinguals' needs and if the language spoken in the community differs from the medium of instruction. However, bilingualism does not appear to result in any retardation in the pupils' fundamental academic aptitudes.

(b) Learning to read in two languages simultaneously may be detrimental when the first language conflicts with the second in the various aspects being learned. However, when there are common elements between the languages there is likely to be some positive transfer of training.

It is significant to note that with one exception the findings cited by Singer in 1956 are dated at or prior to 1940. A survey of the literature, furthermore, suggests that very little work has been done since 1956.

The primary purpose of the study reported here was to provide an actuarial picture of the extent and nature of the non-English-speaking population in the Toronto Public Schools. The study attempted to ascertain the correlation between the reading level and grade level of these pupils. Some indication of their mobility was also sought. Such information would have immediate value for organizational and administrative

purposes; however, it would provide as well a basis for the establishment of hypotheses concerning the problem of second-language learning in general.

In a survey of cities with 100,000 persons or more it was found that none of the major cities in Canada or the United States, with the possible exception of New York, had carried out a similar study. The New York study (1958), was concerned primarily with the Puerto Rican population and only secondarily with other non-English-speaking groups. No effort was made to subdivide these other pupils according to their language grouping but instead they were simply considered together. In a sense, therefore, the present study is something of a pioneer work.

PROCEDURE

The information was gathered in the form of a thirteen-question questionnaire[2] which was filled out by the pupils' teachers in each of ninety-one public schools during the spring of 1961. For the purposes of the study a pupil was designated as non-English-speaking if he or she entered the Toronto Public Schools at any time point without a working knowledge of English. A working knowledge of English meant the ability to speak and understand English.

RESULTS

The data have been summarized under seven headings.

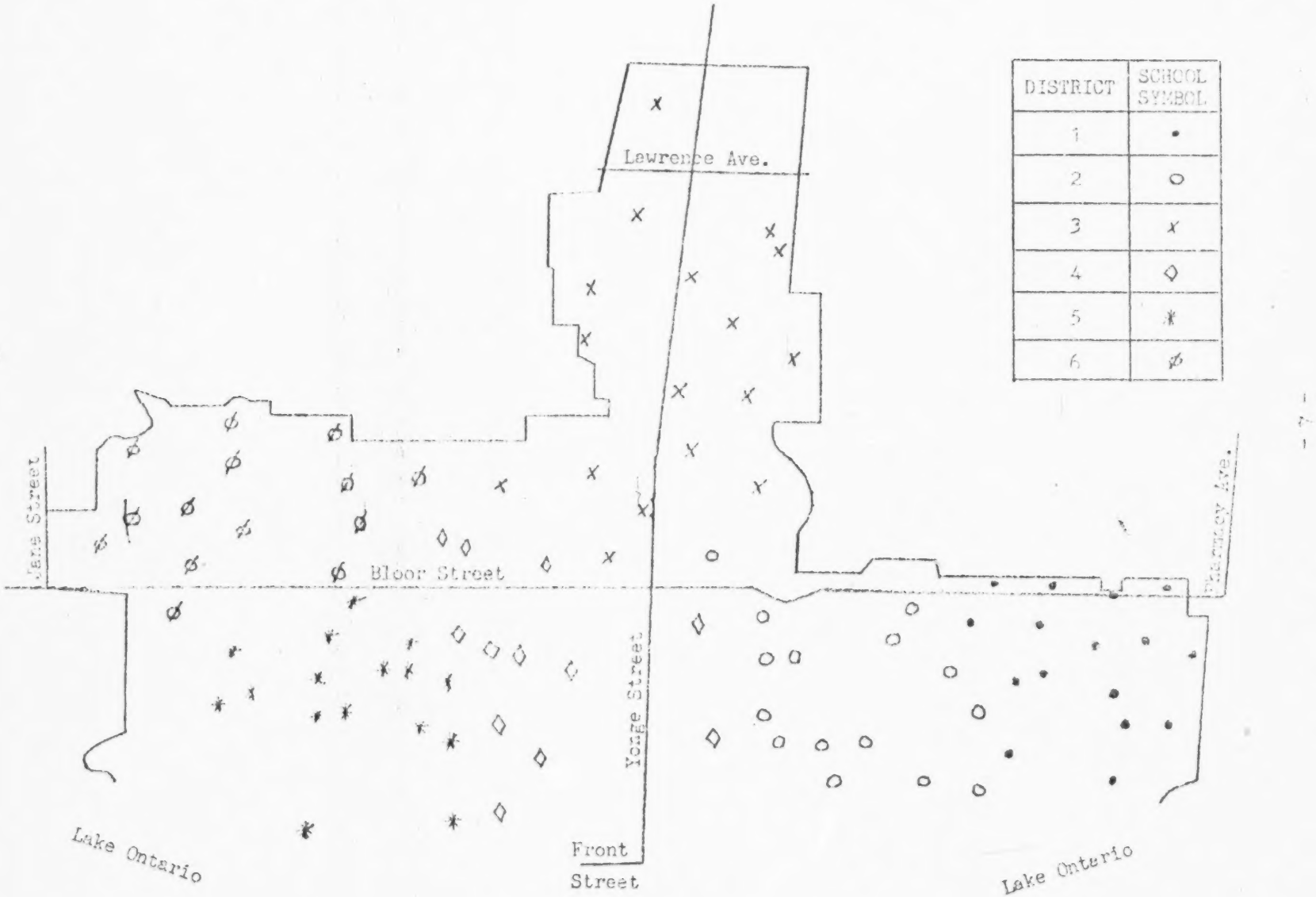
1. Population Size:

It was found that 11,273 pupils could be classed as non-English-speaking. This figure represents approximately 15% of the entire Toronto

2 A copy of the questionnaire is presented in Appendix 1.

FIGURE 1

TORONTO PUBLIC SCHOOLS SUBDIVIDED INTO SIX INSPECTORAL DISTRICTS



DISTRICT	SCHOOL SYMBOL
1	•
2	o
3	x
4	◊
5	*
6	ø

Public School population at the time of the study. Of these 11,273 pupils, 5,918 were males and 5,355 were females.

Table 1 indicates the distribution of the population and the proportion of males and females in each of six Inspectoral Districts into which the Toronto Public Schools are subdivided.[3] The location of these Districts in the City is presented in Figure 1. Generally speaking, the position of Districts one to six is from east to west, with Districts one and six including the schools in the easternmost and westernmost parts of the City respectively.

TABLE 1

DISTRIBUTION OF MALE AND FEMALE NON-ENGLISH-SPEAKING PUPILS IN THE SIX INSPECTORAL DISTRICTS

District	1	2	3	4	5	6
Males	265	322	269	1903	1410	1749
Females	262	288	230	1759	1281	1535
Total	527	610	499	3662	2691	3284

From this table it is evident that the bulk or 85.49% of the non-English-speaking pupils were concentrated in the schools of Districts four, five, and six, that is, in the western section of the City, rather than being distributed evenly throughout the school system. Furthermore, as in the population as a whole, each District had a more or less greater number of males than females.

3 It is important to note that certain changes have been made in the organization of the Districts since the completion of the study in 1961.

When each of the schools was considered separately, it was found that they all had some non-English-speaking pupils. However, the number of pupils per school varied widely, so that while seventeen of the schools had twenty or less, twenty-three schools had more than two hundred. All the schools having more than two hundred of these pupils were in Districts four, five, and six. Only one school in these Districts (Brant) had fewer than twenty pupils. In only twenty-two of the ninety-one schools was there a greater number of female pupils than males.

A complete summary of the number of non-English-speaking pupils in each school is provided in Appendix 2.

2. Pupils' Age:

The ages[4] of the great majority of the pupils (94.11% for males and 94.62% for females) ranged from six to fifteen years. It was found that within this age range the distribution of pupils of both sexes at the different age levels was fairly uniform, although there was a somewhat larger percentage of older pupils (pupils aged eleven to fifteen) than younger pupils aged six to ten. The mean age for the population was 10.79 years, with means of 10.84 and 10.74 for the males and females respectively. This information is presented in Table 2.

4 As indicated in question four of the questionnaire, the pupil's birth year rather than age was requested. This introduces a certain amount of ambiguity in the results, since a pupil born in 1950, for example, may be either ten or eleven years old in 1961 depending on the month of his birth and the time of year the questionnaire was completed. Therefore, in speaking of the pupils' ages we mean their approximate rather than their exact ages.

TABLE 2

% DISTRIBUTION OF AGES OF MALE AND FEMALE PUPILS

Age (Years)	Males %	Females %	Age (Years)	Males %	Females %
53		.02	22	.07	.09
46		.02	21	.03	.04
45	.02		20	.07	.07
44	.02	.02	19	.10	.09
42		.02	18	.12	.09
40		.06	17	.61	.47
39		.02	16	2.74	2.20
36	.02		15	7.65	6.39
34		.02	14	10.48	10.42
33	.02		13	11.54	11.20
32	.02	.02	12	10.29	10.36
31	.02	.02	11	10.76	10.61
30	.02	.02	10	9.43	9.49
29	.03	.06	9	8.43	9.37
28	.03	.04	8	8.35	8.09
27	.05		7	8.36	9.24
26		.09	6	8.82	9.45
25	.05	.11	5	1.72	1.57
24	.03	.11	4	.02	.04
23	.08	.07			

Some pupils are indicated in the table as being above the age of twenty. As can be seen they comprised only a very small percentage of the total population (.51% of the males and .85% of the females), and it is obvious that they would not be attending classes in the regular school programme. Furthermore, when an analysis was done by Districts, it became apparent that they were concentrated almost entirely in one District, (four), with only one other pupil indicated in District six.

Table 3 provides the percentage of male pupils and Table 4 the percentage of female pupils at the different age levels for the six Districts.

TABLE 3

% AGE DISTRIBUTION OF MALE PUPILS IN THE SIX DISTRICTS

Age (Years)	District					
	1	2	3	4	5	6
45				.05		
44				.05		
36				.05		
33				.05		
32				.05		
31				.05		
30				.05		
29				.11		
28				.11		
27				.16		
25				.16		

TABLE 3 (cont'd)

Age (Years)	District					
	1	2	3	4	5	6
24				.11		
23				.26		
22				.21		
21				.11		
20				.16	.07	
19				.26	.07	
18				.26	.14	
17	1.13	.62		.58	.71	.57
16	3.40	3.73	2.60	2.57	2.98	2.46
15	8.30	7.14	7.43	8.09	6.52	8.12
14	10.94	9.32	11.15	10.40	11.56	9.72
13	11.70	14.60	14.50	11.25	10.99	11.26
12	11.32	12.11	13.75	10.19	10.35	9.32
11	12.08	11.80	13.75	10.72	9.93	10.63
10	9.06	13.04	10.04	9.30	8.65	9.49
9	9.43	9.01	8.18	8.41	8.72	8.00
8	6.79	5.59	5.20	8.36	9.79	8.40
7	8.68	8.07	6.69	7.88	8.44	9.09
6	6.42	4.66	4.83	7.99	10.21	10.35
5	.75	.31	1.86	1.94	.85	2.57
4				.05		
Mean	11.05	11.15	11.15	11.09	10.69	10.55

TABLE 4

% AGE DISTRIBUTION OF FEMALE PUPILS IN THE SIX DISTRICTS

Age (Years)	District					
	1	2	3	4	5	6
53				.06		
46						.07
44				.06		
42				.06		
40				.17		
39				.06		
34				.06		
32				.06		
31				.06		
30				.06		
29				.17		
28				.11		
26				.28		
25				.34		
24				.34		
23				.23		
22				.28		
21				.11		
20				.23		
19				.28		
18	.76			.11	.08	
17	2.67	.35	.43	.40	.62	.07
16	4.20	1.39	1.30	2.10	2.73	1.82
15	7.63	9.03	4.35	6.20	5.93	6.58

TABLE 4 (cont'd)

Age (Years)	District					
	1	2	3	4	5	6
14	10.69	10.76	12.17	9.84	10.77	10.42
13	9.92	10.76	13.91	10.63	11.79	11.27
12	9.16	14.93	10.00	10.18	10.85	9.58
11	12.21	13.89	11.74	9.27	11.79	10.10
10	8.40	11.46	10.00	9.55	9.37	9.25
9	8.40	10.42	10.00	9.89	9.29	8.73
8	8.40	4.17	10.87	7.79	7.73	8.99
7	9.92	7.64	9.57	9.55	8.43	9.71
6	6.11	4.86	4.35	9.55	9.84	11.21
5	1.53	.35	1.30	1.88	.78	2.15
4				.06		.07
Mean	11.04	11.12	10.70	10.96	10.70	10.40

Three things should be noted from these tables:

1. In all Districts more than ninety per cent of the pupils were aged six to fifteen years with the numbers varying from 92.59% (District four) to 95.53% (District three) for the males and from 90.83% (District one) to 97.91% (District two) for the females;
2. A greater proportion of the pupils were aged eleven to fifteen than six to ten in each of Districts one, two, and three than in Districts four, five, and six;
3. The mean ages of the pupils in each of the Districts covered a narrow range varying only from 10.55 (District six) to 11.15 (Districts two and three) for the males and from 10.40 (District six) to 11.12 (District two) for the females.

It was found that while the mean ages of the pupils ranged widely in the total population, within fifty-three schools, they varied only between ten and twelve years. Appendix 3 contains the mean age of the students in each school.

3. Languages Spoken:

Table 5 presents the distribution of the population in terms of the language first spoken by the pupils. Figure 2 depicts the same information graphically.

TABLE 5

PERCENTAGE DISTRIBUTION OF THE POPULATION BY THE FIRST LANGUAGE SPOKEN

Rank Order	Language	%	Rank Order	Language	%
1	Italian	45.13	14	Dutch	.61
2	German	10.27	15	Lithuanian	.58
3	Greek	6.42	16	Maltese	.57
4	Polish	5.32	17	Latvian	.56
5	Chinese	5.15	18	Danish	.51
6	Ukrainian	5.11	18	Spanish	.51
7	Portuguese	4.12	20	Japanese	.49
8	Hungarian	3.58	21	Czecho-Slovak	.41
9	Yugoslav	2.32	22	Swedish	.29
10	French	1.68	23	Arabic	.12
11	Yiddish	1.30	24	Roumanian	.09
12	Estonian	1.09	25	Norwegian	.05
13	Russian	.62		Other	3.10

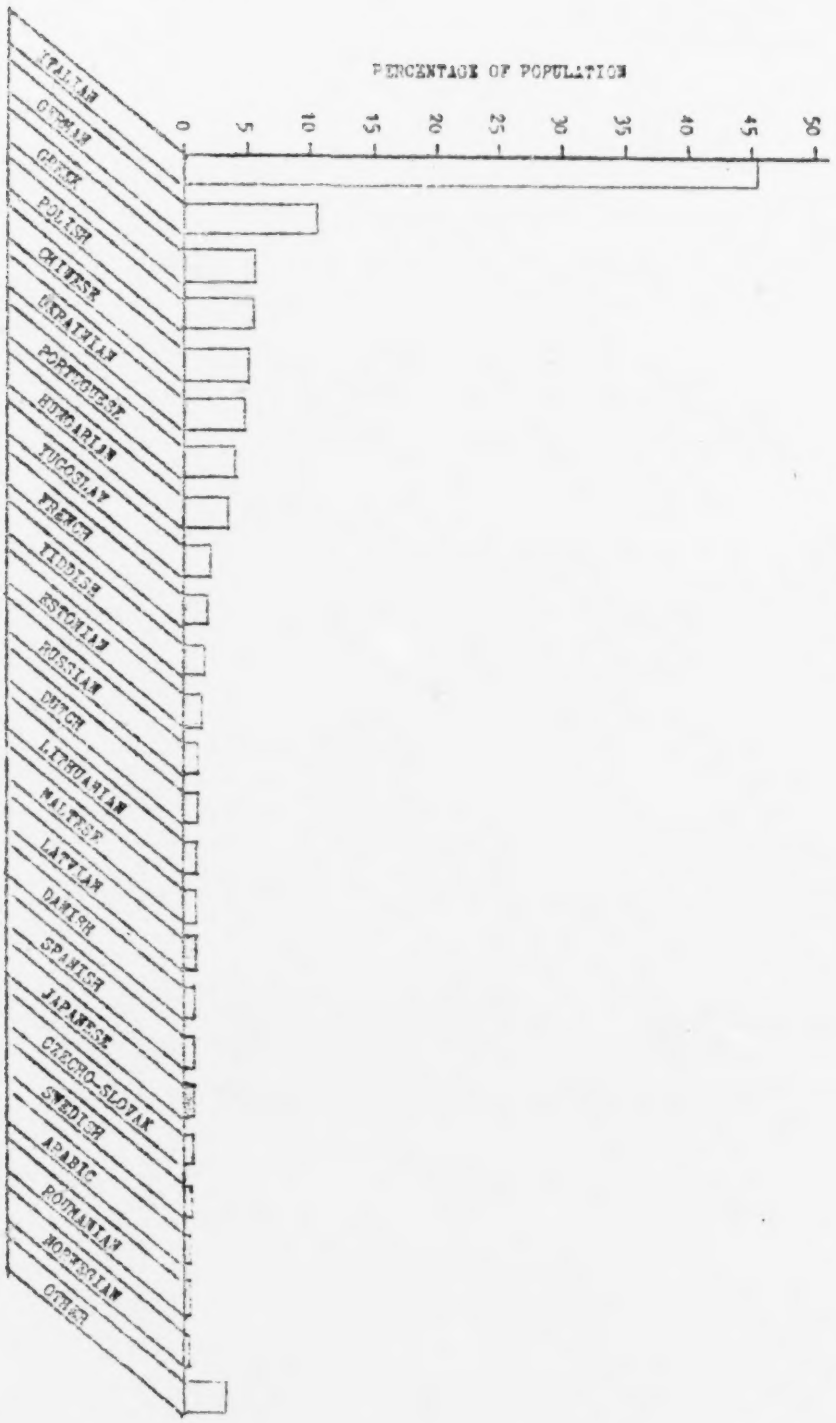


FIGURE 2

PERCENTAGE OF POPULATION SPEAKING DIFFERENT LANGUAGES

It is clearly evident that Italian was by far the most common first language spoken by the pupils, with German and Greek placing second and third respectively. It might be noted that the number of Italian-speaking students was approximately equivalent to the sum of the pupils speaking the next ten most common languages.

Breaking the population down by Districts provides some indication of the concentration of the language groups in various parts of the City. When this was done it became apparent that there were considerable variations in the percentage of the different groups in the six Districts. It was found, for example, that while 64.74% of the pupils were indicated as speaking Italian in District six, Italian was the first language of only 9.02% of the students in District three. Or, in other words, while Italian was the largest language group in Districts one, four, five, and six, it was the second largest in District three and only the third largest in District two. Table 6 contains a complete break down of the percentage of the pupils speaking the various languages in each of the Districts. For comparison purposes the languages are listed in order of their frequency of occurrence in the population, and the numbers in brackets indicate their rank order for each District. Thus, for example, in District one the number in brackets indicates that the Ukrainian-speaking pupils were the eleventh largest group in the District; however, the unbracketed number indicates that they ranked sixth in the total population.

TABLE 6

PERCENTAGE DISTRIBUTION OF THE PUPILS IN EACH DISTRICT

BY THE LANGUAGE FIRST SPOKEN

Language	District					
	1	2	3	4	5	6
1 Italian	27.89 (1)	12.79 (3)	9.02 (2)	41.56 (1)	43.48 (1)	64.74 (1)
2 German	18.60 (3)	16.07 (2)	18.44 (1)	6.01 (5)	12.90 (2)	9.23 (2)
3 Greek	24.48 (2)	28.69 (1)	8.82 (3)	4.72 (6)	3.20 (6)	3.56 (4)
4 Polish	1.52 (8)	2.13 (8)	2.81 (10)	4.37 (7)	10.93 (3)	3.38 (5)
5 Chinese	2.66 (6)	6.72 (4)	6.61 (5)	11.77 (2)	1.04 (11)	1.04 (9)
6 Ukrainian	.95 (11)	.98 (15)	2.20 (12)	3.82 (8)	10.15 (4)	4.29 (3)
7 Portuguese	.19 (15)	.33 (20)	1.00 (14)	8.30 (3)	4.50 (5)	.94 (10)
8 Hungarian	.95 (11)	1.48 (11)	6.21 (6)	7.10 (4)	2.16 (8)	2.25 (7)
9 Yugoslav	3.80 (4)	5.74 (5)	4.01 (7)	1.37 (11)	2.60 (7)	2.01 (6)
10 French	2.28 (7)	2.30 (7)	3.61 (8)	1.94 (10)	1.38 (10)	1.13 (8)
11 Yiddish			.60 (18)	2.81 (9)	.52 (14)	.82 (12)
12 Estonian	3.04 (5)	3.28 (6)	8.82 (3)	.19 (18)	.33 (19)	.82 (12)
13 Russian		.66 (17)	1.00 (14)	.87 (12)	.52 (14)	.46 (17)
14 Dutch	1.52 (8)	1.31 (13)	3.21 (9)	.27 (16)	.56 (13)	.37 (20)
15 Lithuanian		.33 (20)	.20 (22)	.16 (19)	1.52 (9)	.46 (17)
16 Maltese		.82 (16)		.33 (15)	.67 (12)	.88 (11)
17 Latvian	1.33 (10)	1.97 (9)	2.40 (11)	.05 (22)	.41 (18)	.58 (15)
18 Danish	.19 (15)	1.48 (11)	2.00 (13)	.16 (19)	.33 (19)	.67 (14)
18 Spanish	.19 (15)	1.80 (10)	.40 (20)	.63 (13)	.26 (21)	.40 (19)
20 Japanese	.38 (14)	.66 (17)	.80 (17)	.60 (14)	.48 (16)	.30 (21)
21 Czecho-Slovak	.19 (15)	.49 (19)	.60 (18)	.25 (17)	.48 (16)	.52 (16)

TABLE 6 (cont'd)

Language	District					
	1	2	3	4	5	6
22 Swedish	.95 (11)	1.15 (14)	1.00 (14)	.05 (22)	.11 (22)	.30 (21)
23 Arabic	.19 (15)	.33 (20)		.14 (21)	.11 (22)	.09 (23)
24 Roumanian		.33 (20)	.40 (20)	.05 (22)	.11 (22)	.03 (24)
25 Norwegian	.19 (15)		.20 (22)	.03 (25)	.08 (25)	.03 (24)
Other	8.54	8.20	15.63	2.43	1.19	1.71

Table 7 presents the percentage of the population speaking one, two, three, or four languages other than English, and Table 8 provides this information for each of the six Districts.

TABLE 7

PERCENTAGE OF PUPILS SPEAKING 1, 2, 3, OR 4 LANGUAGES

Number of Languages	%
1	90.82
2	7.74
3	1.29
4	.15

TABLE 8

PERCENTAGE OF PUPILS IN THE SIX DISTRICTS

SPEAKING 1, 2, 3, OR 4 LANGUAGES

Number of Languages	District					
	1	2	3	4	5	6
1	87.48	85.25	86.57	90.33	91.75	92.81
2	11.39	13.11	12.83	7.78	6.95	6.00
3	.95	1.64	.60	1.72	1.08	1.07
4	.19			.16	.22	.12

Most pupils (90.82%) were found to speak only one language with the number varying from a low of 85.25% in District two to a high of 92.81% in District six. It is interesting to note in this connection that Districts four, five, and six contain the largest percentage of pupils speaking only one language and also the greatest percentage of pupils who indicated that Italian was their first language.

4. Year of Entry into Canada and Year of School Admission:

In the population taken both as a whole and by Districts more than one-half the pupils indicated they entered Canada and were admitted into a Toronto Public School between the years 1956 and 1960. Thus, 60.84% of the population entered Canada and 79.66% were admitted to school during these years. Similarly, for the Districts, the entry figures for this period ranged from 53.73% (District three) to 66.87% (District four) and the admission figures varied from 77.52% (District two) to 82.44% (District four).

A greater percentage of the population entered Canada in the most recent two-year period, that is 1959 and 1960, than in any other,

and the greatest percentage were admitted into school just recently in 1960.[4] With a few exceptions this was found to be the case when the pupils were considered by Districts.

Generally speaking, there appeared to be a lag of more or less one year between the pupils' entry into Canada and their admission into a Toronto Public School. The mean year of entry into the country was found to be 1956.90 as compared with 1957.87 for the year of school admission.[5] In the six Districts the differences in the time elapsed between the mean years of entry and admission ranged from .82 years in District one to 1.09 years in District six.

Finally, a rather large percentage (13.83) of the non-English-speaking pupils were indicated as having been born in Canada. The three most common languages spoken by them were Italian, Ukrainian, and Polish in that order. Again, as in the population as a whole, the percentage of Italian pupils was by far the largest of any of the language groups, comprising more than one-third of the total number. Table 9 contains a complete summary of the language spoken by these pupils.

4 Because of the time of the survey the entry and admission figures are not complete for 1961.

5 For obvious reasons those pupils who were classified as having been admitted in "1951 or prior" could not be included in the computation of the mean year of admission. Inclusion of this group would have lowered the mean; however, the effect would have been slight since they comprised only .61% of the total population.

TABLE 9

PERCENTAGE OF PUPILS BORN IN CANADA

SPEAKING THE VARIOUS LANGUAGES

Rank Order	Language	%	Rank Order	Language	%
1	Italian	39.76	14	Japanese	.96
2	Ukrainian	15.09	14	Russian	.96
3	Polish	8.16	14	Yiddish	.96
4	Chinese	6.87	17	Czecho-Slovak	.77
5	German	5.72	18	Maltese	.51
6	Greek	5.01	19	Dutch	.26
7	Estonian	2.89	20	Arabic	.19
8	French	2.31	21	Danish	.06
9	Lithuanian	2.12	21	Norwegian	.06
10	Yugoslav	1.61	21	Spanish	.06
11	Portuguese	1.54	21	Swedish	.06
12	Latvian	1.41	25	Roumanian	.00
13	Hungarian	1.22		Other	1.41

When the population was considered by Districts, the distribution of the Canada-born pupils was found to range from a low of 10.18% in District two to a high of 16.09% in District three.

The break down of the population in terms of year of entry into the country and year of school admission is presented in Table 10. The same information for each of the six Districts may be found in Appendix 4.

TABLE 10

PERCENTAGE CLASSIFICATION OF PUPILS IN TERMS OF YEAR OF ENTRY INTO CANADA AND YEAR OF SCHOOL ADMISSION

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada	.04	.17	.19	.48	.68	.93	1.32	1.68	2.76	5.46	.12	13.83
1908			.01									.01
1945							.01					.01
1946	.01					.01			.01			.03
1947	.04		.01						.01			.06
1948	.07	.04	.05	.01	.01	.03	.01		.01	.01		.24
1949	.08	.13	.19	.08		.01	.01		.02	.01	.01	.54
1950	.09	.24	.23	.28	.16	.04	.05	.02	.02	.02	.02	1.17
1951	.29	.38	.38	.39	.35	.20	.07	.03	.06	.04		2.19
1952		.67	.60	.39	.49	.29	.20	.07	.09	.04	.02	2.86
1953			1.64	.76	.53	.57	.44	.19	.10	.13	.01	4.37
1954				2.35	.89	.56	.48	.49	.26	.20		5.23
1955					2.51	1.04	.58	.53	.55	.36	.03	5.60
1956						5.41	1.88	.92	.85	.74	.04	9.84
1957							8.19	1.65	1.50	1.39	.07	12.80
1958								8.55	2.15	1.48	.13	12.31
1959									10.66	2.57	.17	13.40
1960										11.70	.79	12.49
1961											3.04	3.04
Total %	.62	1.63	3.30	4.74	5.62	9.09	13.24	14.13	19.05	24.15	4.45	

Mean Year of Entry - 1956.90

Mean Year of Admission - 1957.87

5. Number of Schools Attended:

Examination of the number of schools attended by the non-English-speaking pupils gives us an indication of their mobility. As is evident in the questionnaire the population has been subdivided for this purpose into two groups: those pupils who attended only Toronto Public Schools, and those who attended Separate and/or Metro Schools as well as Toronto Schools.

It was found that the great majority of the students, that is 82.29%, attended Toronto Schools alone, and of these almost two-thirds or 61.09% attended only one school. The mean number of schools attended was 1.59. By comparison, the remaining 17.71% of the population who attended 'other' as well as Toronto Schools had a mean number of 2.97.

One should recall in this connection that the mean year of admission into the Toronto Schools was found to be 1957.87 and that this survey was carried out in the spring of 1961. This means that the pupils who attended only Toronto Schools, that is roughly eight out of every ten non-English-speaking students, attended a mean number of 1.59 schools in approximately a four-year period.[6]

Table 11 provides a summary of the number of schools attended by the pupils in the two groups.

6 Inclusion of the 17.71% of the pupils who attended other as well as Toronto Schools would tend to raise the mean year of admission for the population somewhat since presumably a considerable number of these pupils would have attended the other schools before enrolling in the Toronto Schools.

TABLE 11

PERCENTAGE DISTRIBUTION OF PUPILS BY NUMBER OF SCHOOLS ATTENDED

School System	Schools Attended									
	1	2	3	4	5	6	7	8	9	$\bar{x}$*
Toronto only (9277)	61.09	25.62	8.87	3.00	.97	.23	.13	.08	.02	1.59
Toronto and Other (1996)		46.94	27.45	14.13	7.26	2.15	1.25	.60	.15	2.97

* $\bar{x}$ - mean

Considering the population by Districts revealed that in every case at least three-quarters of the pupils attended only Toronto Schools, with the numbers varying from 75.55% in District three to 83.76% in District five. This information is presented in Table 12.

TABLE 12

PERCENTAGE OF PUPILS IN EACH DISTRICT ATTENDING TORONTO SCHOOLS ONLY, OR SEPARATE AND/OR METRO SCHOOLS AS WELL AS TORONTO SCHOOLS

School System	District					
	1	2	3	4	5	6
Toronto only	80.65	81.31	75.55	82.17	83.76	82.70
Toronto and Other	19.35	18.69	24.45	17.83	16.24	17.30

The mean number of schools attended by the pupils in each of the Districts varied from 1.51 (District four) to 1.79 (District two) for the Toronto School pupils, while the range for the 'other' school

pupils was from 2.89 (District four) to 3.19 (District two). The District means and the distribution of the number of schools attended by the two groups are indicated in Tables 13 and 14.

TABLE 13

PERCENTAGE DISTRIBUTION OF TORONTO SCHOOL PUPILS

IN EACH DISTRICT BY NUMBER OF SCHOOLS ATTENDED

District	Schools Attended									
	1	2	3	4	5	6	7	8	9	$\bar{x}$
1	60.71	23.06	10.59	4.00	1.41		.24			1.63
2	50.81	29.23	14.11	4.23	.81	.20	.20	.20	.20	1.79
3	58.36	28.65	9.28	2.12	.53	.27	.27	.53		1.62
4	64.24	25.32	6.78	2.69	.70	.17	.03	.03	.03	1.51
5	57.54	25.55	10.60	3.99	1.60	.40	.18	.13		1.69
6	62.85	25.33	8.47	2.25	.77	.18	.15			1.54

TABLE 14

PERCENTAGE DISTRIBUTION OF SEPARATE AND/OR METRO AS WELL AS

TORONTO SCHOOL PUPILS IN EACH DISTRICT BY NUMBER OF SCHOOLS ATTENDED

District	Schools Attended								
	2	3	4	5	6	7	8	9	$\bar{x}$
1	51.96	18.63	13.73	9.80	3.92	.98		.98	3.03
2	41.23	24.56	17.54	11.40	1.75	2.63	.88		3.19
3	37.70	36.07	13.93	5.74	4.92	1.64			3.09
4	50.08	27.57	12.40	6.28	1.84	.92	.77	.15	2.89
5	46.91	24.94	16.02	8.24	1.60	1.37	.92		3.00
6	45.60	29.58	14.26	6.69	2.11	1.23	.35	.18	2.96

6. Present Grade Level:

No one regular grade level appeared to have a markedly disproportionate share of the non-English-speaking population. Thus, the distribution of pupils in senior kindergarten to grade eight was found to be more or less uniform ranging from 8.01% in grade eight to 11.77% in grade four. The mean grade of the pupils in grades one to eight was 4.31.

The number of pupils found in junior kindergarten,[7] opportunity, academic vocational, and other special classes also was quite comparable, varying only from 1.09% (academic vocational) to 1.69% (opportunity). In this connection attention should be drawn to the fact that only 4.15% of the pupils required special help in the form of the opportunity, academic vocational, or other classes.

Table 15 contains the percentage of the population in each of the different grade levels and special classes.

7 Only thirty-six schools had a junior kindergarten class.

TABLE 15

PERCENTAGE DISTRIBUTION OF THE POPULATION BY GRADES

Grade	%
1	11.42
2	10.79
3	10.49
4	11.77
5	11.57
6	10.90
7	9.03
8	8.01
Junior Kindergarten	1.60
Senior Kindergarten	10.27
Opportunity	1.69
Academic Vocational	1.09
Other	1.37
$\bar{x}$ (1 - 8)	4.31

When the population was examined by Districts, the general uniformity of the distribution of the pupils in the regular grades and in the special classes tended to break down. To take the extreme case as an example, in District two only 6.89% of the students were in grade eight as compared with 17.21% in grade five. Furthermore, rather considerable inter-District differences were found in the percentages of pupils at each particular grade or special class level. The magnitude of these differences varied from 7.10% to 1.44% at the grade three or academic vocational class levels

respectively. On the other hand, however, the mean grade of the students in grades one to eight ranged only from 4.23 (District six) to 4.59 (District three).

The percentage of pupils attending the special classes, excluding junior kindergarten varied from 1.20 in District three to 4.92 in District four. It is interesting to note in this connection that Districts four five, and six contained the largest percentage of pupils attending these classes and also the greatest percentage of Italian-speaking pupils.

The distribution of the pupils by grade and their mean grade level for each of the Districts is presented in Table 16.

TABLE 16

PERCENTAGE DISTRIBUTION BY GRADE OF THE PUPILS IN EACH DISTRICT

Grade	District					
	1	2	3	4	5	6
1	12.90	8.52	9.82	11.61	11.54	11.66
2	8.92	8.03	10.02	10.82	11.76	10.90
3	10.63	12.62	15.03	11.36	7.93	10.51
4	13.28	15.25	10.02	10.95	12.02	11.85
5	12.14	17.21	11.02	11.09	11.13	11.42
6	10.06	13.28	12.42	10.54	10.83	10.81
7	11.20	8.20	11.42	8.14	10.27	8.47
8	10.25	6.89	12.22	8.19	8.00	7.03
Junior Kindergarten	1.14		1.60	1.91	.82	2.25
Senior Kindergarten	7.02	6.72	5.21	10.46	10.90	11.48
Opportunity	.38	1.31	1.00	1.72	1.79	1.95
Academic Vocational	.57	1.64	.20	.96	.93	1.49
Other	1.52	.33		2.24	2.08	.18
$\bar{x}$ (1 - 8)	4.43	4.46	4.59	4.26	4.35	4.23

7. Reading Achievement:

Of the 9,464 pupils in grades one to eight, 1.81% were estimated by their teachers to be reading at an above grade eight level while the remainder were reading at a mean level of 3.65. The mean reading level for the students in opportunity, academic vocational, and other special classes was 3.64. Pupils in junior and senior kindergarten were not reading as yet.

The mean reading level of approximately 3.65[8] for the pupils in grades one to eight means that they were reading at a level roughly eight months below their mean grade level since it will be remembered that their mean grade was found to be 4.31.

Taking the population by Districts, the mean reading level of the pupils in grades one to eight ranged from 3.51 in District six to 4.28 in District three. Again, comparison of the mean reading and grade levels for each District indicates that the greatest difference was approximately nine and one-half months in District one while the smallest was about three and one-half months in District three. The mean reading level for the students in opportunity, academic vocational, and other special classes varied from 3.13 (District five) to 5.70 (District one). Table 17 contains the mean reading levels of the pupils in the two groups in each District.

8 The exact reading levels in terms of actual grades for the 1.81% of the pupils in grades one to eight who were reading at an above grade eight level were not determined. These students, therefore, could not be included in the calculation of the mean reading level. Had they been, the mean of 3.65 would have been raised somewhat.

TABLE 17

MEAN READING LEVEL OF THE PUPILS IN EACH DISTRICT

Grade Level	District					
	1	2	3	4	5	6
1 - 8	3.63	3.88	4.28	3.59	3.74	3.51
Opportunity, Academic Vocational, Other Classes	5.70	3.55	3.83	3.62	3.13	3.83

In addition to determining the mean reading level for the non-English-speaking population, an analysis was made to ascertain the proportion of these pupils who were reading at, above or below their grade level. It was found that about one-third or 39.00% of the pupils in grades one to eight fell into the "below grade level" category. Examined by Districts the number of pupils in these grades reading below their grade level varied from a low of 24.89% in District three to a high of 44.47% in District one. Table 18 contains the percentage of the population in grades one to eight reading at, above, or below grade level, and Table 19 provides the same information for the population subdivided into Districts.

TABLE 18

PERCENTAGE OF THE POPULATION IN GRADES ONE TO EIGHT

READING AT, ABOVE, OR BELOW THEIR GRADE LEVEL

Grade Level	%
At	50.76
Above	10.24
Below	39.00

TABLE 19

PERCENTAGE OF PUPILS IN THE SIX DISTRICTS READING AT, ABOVE, OR BELOW THEIR GRADE LEVEL

District	Reading Achievement		
	At	Above	Below
1	47.45	8.09	44.47
2	48.09	12.57	39.34
3	51.97	23.14	24.89
4	51.39	9.11	39.50
5	51.72	10.75	37.53
6	50.17	8.81	41.02

When the pupils' reading level was further examined in relation to each particular grade level, it was found that in grades one to eight more pupils were reading below their level in grade five than in any other grade while, as perhaps expected, the fewest number (17.37%) were reading below their grade level in grade one. Generally speaking, the trend appeared to be one of an irregular increase in the number of students reading below grade level from grades one to five, followed by a decline and levelling off in grades six and seven and a further decline in grade eight. At the same time it is interesting to note that the number of pupils reading above grade level increased from grade one (2.01%) to grade seven (23.77%), only to drop off in grade eight. Table 20 presents a complete summary of the percentage of the population in grades one to eight reading at, above, or below each grade.

TABLE 20

PERCENTAGE OF THE POPULATION READING

AT, ABOVE, OR BELOW EACH GRADE LEVEL

Grade Level	Reading Achievement		
	At	Above	Below
1	80.62	2.01	17.37
2	68.78	2.55	28.67
3	60.63	7.43	31.94
4	46.37	10.73	42.90
5	37.05	11.84	57.11
6	36.02	15.45	48.54
7	27.01	23.77	49.21
8	44.35	11.75	43.90

Examination of the population by Districts indicated that, with the exception of District four, the general trend in the percentage of pupils reading below grade level evident in the population as a whole was not apparent in the Districts. Furthermore the inter-District differences in the percentage of the students at the eight grade levels covered a rather wide range. However, it was found that in every District, grade one contained the fewest number of youngsters reading below grade level, and that in four of the six Districts grade five had the greatest percentage of below grade readers. In addition, as in the entire population, the greatest number of pupils were reading above their grade level in grade seven and the fewest number in grade one in each District (except District three). A break down of the percentage of pupils in grades one to eight reading at, above, or below their grade for each of the Districts is presented in Table 21.

TABLE 21

PERCENTAGE OF PUPILS IN THE DISTRICTS READING AT, ABOVE, OR BELOW EACH GRADE LEVEL

Grade Level	Reading Achievement																	
	At						Above						Below					
	District						District						District					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
1	80.30	70.18	83.67	80.00	83.87	79.90	.00	1.75	8.16	3.76	.32	.78	19.70	28.07	8.16	16.24	15.81	19.32
2	60.00	65.31	78.00	70.96	68.99	66.48	2.22	6.12	2.00	3.79	1.90	1.40	37.78	28.57	20.00	25.25	29.11	32.12
3	51.79	55.56	57.53	63.94	60.56	59.30	5.36	6.94	15.07	4.09	15.02	5.52	42.86	37.50	27.40	31.97	24.41	35.17
4	57.14	53.76	48.98	41.90	45.34	47.81	5.71	15.05	24.49	7.23	13.04	10.54	37.14	31.18	26.53	50.87	41.61	41.65
5	39.68	39.05	47.17	35.71	38.46	34.93	9.52	9.52	18.87	13.05	13.38	9.33	50.79	51.43	33.96	51.23	48.16	55.73
6	33.96	37.04	34.33	33.94	38.28	36.62	16.98	14.81	40.30	16.84	13.79	10.70	49.06	48.15	25.37	49.22	47.93	52.68
7	20.34	28.00	33.33	27.85	25.36	27.70	22.03	28.00	36.84	22.82	20.29	25.18	57.63	44.00	29.82	49.33	54.35	47.12
8	31.48	40.48	41.67	47.33	46.03	38.53	3.70	21.43	33.33	7.67	20.08	12.12	64.81	38.10	25.00	45.00	33.89	49.35

Finally, an analysis of teachers' estimates of pupils' reading achievement according to various language groups is shown in Table 22. Five language groups were found to be in excess of the 39% level in terms of pupils who were below the grade level. These language groups were:

1. Maltese
2. Greek
3. Portuguese
4. Italian
5. Yugoslav.

TABLE 22

TEACHERS' ESTIMATES OF READING ACHIEVEMENT ACCORDING TO VARIOUS LANGUAGE GROUPS

Language	At	Above	Below	N	% Below
Arabic	9	1	3	13	23.08
Chinese	254	41	168	463	36.29
Czecho-Slovak	15	10	14	39	35.90
Danish	33	6	15	54	27.78
Dutch	36	10	22	68	32.35
Estonian	56	38	20	114	17.54
French	87	19	63	169	37.28
German	571	213	259	1043	24.83
Greek	271	34	293	598	49.00
Hungarian	205	70	103	378	27.25
Italian	1978	200	1903	4081	46.63
Japanese	27	7	10	44	22.73
Latvian	28	17	11	56	19.64

Language	At	Above	Below	N	% Below
Lithuanian	37	10	9	56	16.07
Maltese	14	3	28	45	62.22
Norwegian	2		1	3	33.33
Polish	273	75	179	527	33.97
Portuguese	170	10	169	349	48.42
Russian	38	9	17	64	26.56
Roumanian	6	1	2	9	22.22
Spanish	30	6	15	51	29.41
Swedish	14	9	9	32	28.13
Ukrainian	297	97	127	521	24.38
Yiddish	75	14	47	136	34.56
Yugoslav	108	22	93	223	41.70
Other	168	48	111	327	33.94

SUMMARY OF THE MAIN FINDINGS

The criterion for designating a pupil as "non-English-speaking" was that he or she was admitted to the Toronto Public Schools at any time point without a working knowledge of English, whether born outside of Canada or not -- a working knowledge meaning the ability to speak and understand English. In the study it was found that 11,273 pupils or roughly 15% of the entire Public School population at the time of the study were designated as non-English-speaking as defined above. The limited criterion precluded a survey of pupils who were bilingual or multilingual with a working knowledge of English established at school entrance. The present study, therefore, was concerned principally with those pupils whose lack of English resulted in special problems for the

schools in terms of providing extensive individual attention, arranging for special grouping or treating achievement problems in school subjects.

The survey revealed that all the schools had some of these pupils. Heaviest concentration was found to be in Inspectoral Districts four, five, and six[10] which included 85% of the non-English-speaking pupils.

The mean age for the population was found to be 10.79 years with most of the pupils falling in the 6 to 15 age range. The pupils were more or less uniformly distributed at the different levels within this range, with, however, a somewhat greater concentration of older pupils, aged 11 to 15 than younger pupils aged 6 to 10.

Italian was by far the most common first language. The number of Italian-speaking pupils was equal to the sum of the next ten most common languages. The Italian-speaking population was found to be concentrated in Inspectoral Districts one, four, five, and six.

English was found to be the predominant second language learned by the pupils. Approximately 90% of the non-English-speaking pupils were reported as having only one language, 8% were reported as having two languages and 2% as having three or more languages.

More than half the pupils included in the survey were admitted to Toronto Public Schools between the years 1956 and 1960. A greater percentage of the population entered Canada in 1959-60, with the greatest percentage of pupils being admitted into school in 1960. The task of the school in meeting the needs of non-English-speaking pupils is thus not transitory but persistent and perhaps increasing.

10 Subsequent to the survey the Inspectoral Districts were re-organized in September, 1961.

Over 13% of the pupils surveyed were born in Canada and came to school without a working knowledge of English. More than one third (39%) of this group were pupils whose first language was Italian.

During a four-year period, non-English-speaking pupils attended a mean number of 1.59 schools. This fact suggests in relation to the over-all picture a comparatively stable population in terms of mobility. About 82% of the pupils attended Toronto Public Schools only and 17% attended Toronto and other schools not under the jurisdiction of the Board. A lag of approximately one year was found to obtain between the pupils' entry to Canada and their admission to Toronto Public Schools.

The non-English-speaking pupils were found to be more or less uniformly distributed in regular grade classes. Age of the pupils appeared to be the principal criterion for assignment to grade level.

A mean grade level of 4.31 was found in terms of assignment of non-English-speaking pupils to grades one to eight. Teachers' estimates of reading achievement showed a mean grade level of 3.65 -- approximately eight months below the mean grade level assigned.

Thirty-nine per cent of the non-English-speaking pupils in grades one to eight were found to be below their grade level according to their teachers' estimates of reading achievement, while approximately 50% were at their grade level and approximately 10% were above the grade level. More of these pupils were reading below their level at grade five than in any other grade, and the fewest number were reading below grade level in grade one. Certain language groups showed a preponderance of numbers who were below their grade levels. These groups were: Maltese, Greek, Portuguese, Italian and Yugoslav.

INTERPRETATION OF RESULTS

The present study specifies the actuarial dimensions of the problem faced by the Public Schools in working with non-English-speaking pupils. The survey was not particularly concerned with the more critical problem of how the pupils could be assisted to enter into English effectively.

The fact that 15% of the Public School population was classified as non-English-speaking indicates the magnitude of the problem faced by the schools. In other school systems of at least comparable size to Toronto, a smaller percentage of non-English-speaking pupils has caused school authorities no little concern and has prompted them to take intensive action. Thus, in the City of New York, less than 1% of the school population was represented in The Puerto Rican Study (1958).

The study revealed that non-English-speaking pupils were primarily concentrated in certain Districts throughout the City of Toronto. Also, particular language groups were found to predominate within these Districts. These facts suggest that the problem faced by the schools is not only second-language learning but a much broader social-psychological problem. Value would seem to accrue from an examination of the relationship existing between the community and the school in those areas of language group concentration. Other research studies (Carroll, 1952) have shown that where the school is viewed as an abstraction removed from the particular cultural forces obtaining in the community, many conflicts of aim can arise that militate against successful completion of the school's tasks.

The study also showed that in certain schools a high percentage of the school population fell into the non-English-speaking category.

Again, studies (Tireman and Watson, 1948) have shown that where the population is predominantly of one particular ethnic group, the tasks of learning English are increased proportionately. The present study suggests, therefore, that instructional methods and school organization must be in accord with specific problems obtaining in particular schools and in particular Districts.

The study showed a persistence in the problem of non-English-speaking pupils in the schools. This suggests that an intensive search must be initiated immediately for procedures of teaching pupils English as the language of instruction in the schools.

A relatively uniform distribution of pupils learning English as a second language was found to obtain throughout the grades. Placement in the grades appeared to be on the criterion of the pupils' ages. There is obviously no single course in English which would be equally appropriate for all ages. Other studies (Allen, 1953) suggest that specific curricula and methods should be developed commensurate with the learner's age level. The programme should, however, be developmental in character with each stage confirming what has gone before and preparing the pupil for what is to follow.

Pupils learning English while in the company of younger persons incur the danger that motivation may lag and failure may be felt strongly. Age of the learner in an instructional groups should correspond as closely as possible with his peers. His progress, in turn, should be marked by success which he can immediately realize. Again, the importance of carefully graded instructional material is emphasized.

The survey was concerned specifically with pupils who have difficulty in learning English as a second language. There can be no doubt that this sampling represented only a small number of the pupils

within the Public Schools who were already bilingual (or multilingual) by the time they were admitted to school.

If pupils are already competent in two languages, would this proficiency make possible their learning of a third language more easily? Are the teaching procedures employed in English instruction of the sort that inhibit proficiency in the child's native language? If this is so, then the child may be in conflict with what is occurring within his home and community. If the child is already proficient in a second language, what ways might be developed to increase his proficiency in his first language?

A number of studies (Carroll, 1952) have shown that children very quickly lose their powers in the first language unless there is continual refreshment and practice in the first language learned. Other social forces also obtain in this regard. Thus, where the school begins to take an interest in the first language of the children, this means that parents have an increased respect for the school through its acknowledgment of values in their culture carried through the language. Although this is an area of study scarcely touched in research, there would appear to be ample grounds for experimentation.

IMPLICATIONS

1. It is obvious that co-ordination of programmes for non-English-speaking pupils is essential. Although the study revealed a fair degree of stability in pupil movement from school to school, there was sufficient mobility in the population to suggest that some general uniformity must be available in meeting pupils' problems. There is also an apparent need for some person who is qualified in second-language instruction to give specific direction to teachers working

with these pupils in the schools. The magnitude of the problem emphasizes that reliance cannot be placed solely on persons who are able teachers in the classroom. A special sort of teaching is required for second-language instruction. The person suggested would work primarily in specific Districts but would also facilitate co-ordination in second-language learning throughout the City.

2. Programmes need to be developed which are specific to different grade levels. For each of these programmes, design of instruction must be a cardinal consideration. Little is known about when written forms of the language should be introduced and how it should be introduced. Various intensive studies are required if these questions are to be answered satisfactorily.

3. Exploration is needed in the use of mechanical aids for teaching English as a second language. In learning a new language there is need for extensive repetition and for constant and accurate models. A teacher often finds the load too much to carry in meeting these essential conditions. Films, tape recorders, film loops, and language laboratories can meet many of these problems and can aid the teacher immeasurably. Also, programmed learning in second-language instruction certainly merits consideration.

4. A number of pilot projects are suggested as the means to explore some of the wider social issues raised by the survey. Thus, it would seem advisable to initiate a pilot project aimed at uniting school and community in the common tasks of English-language learning. In conjunction with this, it would also seem advisable to initiate a pilot project concerned with the conservation of first languages in the school. This latter project must not be conceived as a replace-

ment for English-language instruction but could form a basis for expanding the English programme as well as the first language powers already extant.

A pilot project would also seem warranted in terms of special school organizations which would extend the range of the "buddy system" already prevailing in the Public Schools. Consideration may well be given to associating non-English-speaking pupils with English-speaking pupils in games, debates, plays and other inter-school activities. It is possible that these pupils would attain a degree of proficiency much more rapidly than if they had been left in a school where the language spoken on the playground and in the community was not English. This "wider horizons" approach has been found to have a salutary effect on language learning (Allen, 1953) and merits consideration.

APPENDIX 1

QUESTIONNAIRE — Non-English-speaking Pupils in the Toronto Public Schools

DEFINITION — A child who entered the Toronto Public Schools at any time point without a working knowledge of English, whether born outside of Canada or not -- a working knowledge meaning the ability to speak and understand English.

This means that the child required:
(a) individual attention or
(b) special grouping or
(c) presented achievement problems in regular subjects

"He didn't know English when he came to us, and it took extra work and effort on the part of the teachers and supervisory staff to instruct him in English."

.....

1 PUPIL'S NAME (PRINT IN BLOCK LETTERS) CODING SPACE

....
(Surname) (Given names)

2 SCHOOL NUMBER (PUT IN CODING SPACE) .....

3 SEX Boy (1) Girl (2)
(PUT APPROPRIATE NUMBER IN CODING SPACE) .....

4 PUPIL'S YEAR OF BIRTH
(PUT THE LAST TWO DIGITS OF THE YEAR IN THE CODING SPACE
EXAMPLE -- IF BORN IN 1956 PUT 56) .....

5 LANGUAGE FIRST SPOKEN BY THE CHILD
(PUT THE CORRESPONDING NUMBER IN THE CODING SPACE)

Arabic	(01)	Lithuanian	(14)
Chinese	(02)	Maltese	(15)
Czecho-Slovak	(03)	Norwegian	(16)
Danish	(04)	Polish	(17)
Dutch	(05)	Portuguese	(18)
Estonian	(06)	Russian	(19)
French	(07)	Roumanian	(20)
German	(08)	Spanish	(21)
Greek	(09)	Swedish	(22)
Hungarian	(10)	Ukrainian	(23)
Italian	(11)	Yiddish	(24)
Japanese	(12)	Yugoslav	(25)
Latvian	(13)	Other	(26)

.....

6 NUMBER OF LANGUAGES WHICH THE CHILD CAN SPEAK

(Do Not include English)
(PUT NUMBER IN THE CODING SPACE ... 1, 2, 3 etc.) .....

QUESTIONNAIRE — Non-English-speaking Pupils in the Toronto Public Schools — Page Two

7 PRESENT GRADE
(PUT APPROPRIATE NUMBER IN THE CODING SPACE)

Grade	01	Grade 08	
	02	09	Junior Kindergarten
	03	10	Senior Kindergarten
	04	11	Opportunity
	05	12	A. V.
	06	13	Other Special Classes .....
	07		

8 ESTIMATE GRADE LEVEL OF READING ACHIEVEMENT
(PUT ESTIMATED GRADE LEVEL IN THE CODING SPACE)

Grade	01	Grade 05	
	02	06	
	03	07	
	04	08	

(IF LESS THAN GRADE 1, PUT IN 00) .....

9 YEAR OF PUPIL'S ENTRY TO CANADA. IF NOT BORN IN CANADA
(PUT IN THE LAST TWO DIGITS OF THE YEAR IN THE CODING SPACE EXAMPLE -- IF ENTRY TO CANADA WAS 1954 PUT 54) .....

10 YEAR OF ADMISSION INTO THE TORONTO PUBLIC SCHOOLS
(PUT THE LAST TWO DIGITS OF THE YEAR IN THE CODING SPACE)

(DO NOT INCLUDE SEPARATE SCHOOLS)
(DO NOT INCLUDE METRO SCHOOLS OUTSIDE OF THE CITY OF TORONTO) .....

11 HAS THE CHILD ATTENDED ONLY THE SCHOOLS OF THE TORONTO BOARD OF EDUCATION?

YES (1) NO (2)
(PUT THE APPROPRIATE NUMBER IN THE CODING SPACE) .....

12 If the answer to Number 11 is YES, write in the number of Toronto Public Schools attended, including the present one, in the coding space.
(PUT THE NUMBER IN THE CODING SPACE)
(IF NO ANSWER PUT IN A ZERO IN THE CODING SPACE) .....

13 If the answer to Number 11 is NO, estimate the number of schools attended to date including the present school.

This means all schools -- separate, private, other Metro areas, Toronto Public Schools, etc.
(PUT THE NUMBER IN THE CODING SPACE)
(IF NO ANSWER PUT A ZERO IN THE CODING SPACE) .....

APPENDIX 2

DISTRIBUTION OF MALES AND FEMALES IN THE

NINETY-ONE TORONTO PUBLIC SCHOOLS

	School	Male	Female	Total
District 1	Adam Beck	12	7	19
	Balmy Beach	10	5	15
	Bowmore Road	15	17	32
	Coleman Avenue	9	1	10
	Duke of Connaught	36	42	78
	Earl Beatty	25	27	52
	Earl Grey	6	9	15
	Earl Haig	38	37	75
	Gledhill	22	29	51
	Kew Beach	21	21	42
	Kimberley Street	14	9	23
	Roden	30	30	60
	Wilkinson	18	17	35
	Williamson Road	9	11	20
District 2	Bruce	4	2	6
	Frankland	49	37	86
	Leslie Street	26	23	49
	Lord Dufferin	22	21	43
	Morse Street	5	8	13
	Pape Avenue	35	30	65
	Park	20	22	42
	Queen Alexandra	19	17	36

	School	Male	Female	Total
District 2 (cont'd)	Regent Park	0	2	2
	Rose Avenue	9	15	24
	Rosedale	6	5	11
	Sackville	6	3	9
	Sprucecourt	15	12	27
	Winchester	54	36	90
	Withrow	52	55	107
District 3	Allenby	12	12	24
	Bedford Park	31	17	48
	Brown	24	20	44
	Cottingham	8	11	19
	Davisville	4	9	13
	Eglinton	36	26	62
	Hillcrest	30	25	55
	Hodgson	17	15	32
	Jesse Ketchum	28	28	56
	John Fisher	25	25	50
	John Ross Robertson	2	1	3
	John Wanless	26	18	44
	Maurice Cody	18	18	36
	Oriole Park	3	0	3
	Sunny View	1	2	3
	Whitney	4	3	7
District 4	Brant Street	4	6	10
	Church Street	40	39	79

	School	Male	Female	Total
District 4 (cont'd)	Clinton Street	288	268	556
	Duke of York	59	49	108
	Essex	297	295	592
	Huron	73	71	144
	King Edward	265	238	503
	Lansdowne	121	138	259
	Ogden	149	122	271
	Orde Street	108	93	201
	Palmerston	224	180	404
	Ryerson Senior	275	260	535
District 5	Alexander Muir	154	157	311
	Brock	117	107	224
	Charles G. Fraser	168	135	303
	Dewson Street	156	144	300
	Fern Avenue	39	27	66
	Garden Avenue	12	17	29
	Givins	163	143	306
	Grace Street	217	194	411
	Howard	24	26	50
	Kent	93	89	182
	Niagara Street	11	14	25
	Old Orchard	41	41	82
	Ossington	53	43	96
	Parkdale	71	59	130
	Queen Victoria	13	10	23
	Shirley Street	78	75	153

	School	Male	Female	Total
District 6	Annette Street	53	44	97
	Davenport	156	143	299
	Dovercourt	131	118	249
	Earlscourt	179	156	335
	General Mercer	128	121	249
	High Park Forest	11	15	26
	Hughes	155	144	299
	Indian Road Crescent	27	29	56
	Keele Street	34	25	59
	McMurrich	252	229	481
	Pauline Avenue	68	49	117
	Perth Avenue	206	149	355
	Regal Road	223	200	423
	Runnymede Senior	107	97	204
	St. Clair	19	16	35

APPENDIX 3

MEAN AGE OF THE PUPILS IN EACH

OF THE NINETY-ONE TORONTO PUBLIC SCHOOLS

	School	Mean Age
District 1	Adam Beck	12.11
	Balmy Beach	10.20
	Bowmore Road	10.16
	Coleman Avenue	11.20
	Duke of Connaught	12.01
	Earl Beatty	11.65
	Earl Grey	15.53
	Earl Haig	9.65
	Gledhill	10.73
	Kew Beach	10.29
	Kimberley	10.96
	Roden	11.20
	Wilkinson	9.94
	Williamson Road	12.15
District 2	Bruce	10.50
	Frankland	10.06
	Leslie Street	10.47
	Lord Dufferin	11.56
	Morse Street	12.15
	Pape Avenue	10.69
	Park	12.17
	Queen Alexandra	11.81

	School	Mean Age
District 2 (cont'd)	Regent Park	12.00
	Rose Avenue	11.33
	Rosedale	10.00
	Sackville	10.78
	Sprucecourt	11.15
	Winchester	11.56
	Withrow	11.36
District 3	Allenby	10.63
	Bedford Park	11.96
	Brown	12.34
	Cottingham	9.58
	Davisville	11.15
	Eglinton	9.32
	Hillcrest	9.93
	Hodgson	11.13
	Jesse Ketchum	11.66
	John Fisher	11.24
	John Ross Robertson	14.00
	John Wanless	11.25
	Maurice Cody	11.47
	Oriole Park	7.33
	Sunny View	10.67
	Whitney	9.00
District 4	Brant Street	9.90
	Church Street	9.77

	School	Mean Age
District 4 (cont'd)	Clinton Street	9.82
	Duke of York	13.98
	Essex	10.72
	Huron	11.14
	King Edward	11.81
	Lansdowne	10.85
	Ogden	14.19
	Orde Street	10.50
	Palmerston	9.71
	Ryerson Senior	11.14
District 5	Alexander Muir	11.57
	Brock	9.59
	Charles G. Fraser	9.67
	Dewson Street	9.85
	Fern Avenue	11.61
	Garden Avenue	10.10
	Givins	12.21
	Grace Street	9.33
	Howard	11.18
	Kent	14.55
	Niagara Street	10.28
	Old Orchard	11.90
	Ossington	8.58
	Parkdale	12.06
	Queen Victoria	11.04
	Shirley Street	9.35

	School	Mean Age
District 6	Annette Street	10.91
	Davenport	9.61
	Dovercourt	10.15
	Earlscourt	10.41
	General Mercer	9.42
	High Park Forest	10.19
	Hughes	10.31
	Indian Road Crescent	10.75
	Keele Street	10.22
	McMurrich	11.50
	Pauline Avenue	7.57
	Perth Avenue	11.32
	Regal Road	9.97
	Runnymede Senior	12.32
	St. Clair	11.37

APPENDIX 4

PERCENTAGE DISTRIBUTION OF THE PUPILS IN EACH DISTRICT

BY YEAR OF ENTRY INTO CANADA AND YEAR OF SCHOOL ADMISSION

DISTRICT ONE

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada					.57	1.14	1.14	2.09	2.47	3.61		11.02
1949				.19								.19
1950	.38	.19		.19	.57							1.33
1951	.19	.38	.38	.19	.38							1.52
1952		.19	.19	.95	.95					.19		2.47
1953			1.14	1.14	.38	1.14	.38	.19	.38	.38		5.13
1954				3.23	1.71	.38	.38	.19	.38			6.27
1955					3.42	.38	.57	.57	.95	.19		6.08
1956						6.08	2.28	.19	.38	.38		9.31
1957							6.84	1.71	.95	1.71		11.21
1958								10.27	1.90	1.14	.19	13.50
1959									10.27	1.52		11.79
1960										14.07	1.52	15.59
1961											4.56	4.56
Total %	.57	.76	1.71	5.89	7.98	9.12	11.59	15.21	17.68	23.19	6.27	

Mean Year of Entry - 1957.10

Mean Year of Admission - 1957.92

DISTRICT TWO

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada		.16	.16		.66	1.15	1.15	1.48	1.15	4.27		10.18
1946									.16			.16
1948	.16	.16				.16						.48
1950			.33		.49							.82
1951	.16	.49	.49	.65	.49	.99	.16					3.44
1952		.49	1.31	.33	1.15	.49	.33	.16				4.26
1953			1.48	.82	.99	.99	.33				.16	4.77
1954				2.79	1.48	.16	.49	.66				5.58
1955					2.30	1.31	.66	.49	.33	.16		5.25
1956						4.60	1.81	1.15	.33			7.89
1957							10.02	1.15	.99	.49		12.65
1958								9.03	2.96	.99		12.98
1959									11.99	2.46		14.45
1960										12.32	.99	13.31
1961											3.78	3.78
Total %	.32	1.30	3.77	4.60	7.56	9.85	14.95	14.12	17.91	20.69	4.93	

Mean Year of Entry - 1956.87

Mean Year of Admission - 1957.71

DISTRICT THREE

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada				2.21	.80	1.61	3.02	2.21	2.82	3.42		16.09
1948					.20							.20
1949		.20	.20						.20			.60
1950		.20	.40	.20	.40							1.20
1951		.60	.60	.60	1.01			.20	.40	.20		3.61
1952		1.21	1.01	1.01	1.21	.40	.20		.20			5.24
1953			2 82	1.01	.60	1.01	.60	.40	.20			6.64
1954				2.21	.60	.40	.60	.40		.20		4.41
1955					3.02	.40	.60	.40	.40	.20		5.02
1956						6.24	1.61	1.61	.40	.20		10.06
1957							7.65	2.82	1.01	.80	.20	12.48
1958								7.85	2.62	1.01		11.48
1959									10.26	.80	.20	11.26
1960										7.85	.60	8.45
1961											3.22	3.22
Total %		2.21	5.03	7.24	7.84	10.06	14.28	15.89	18.51	14.68	4.22	

Mean Year of Entry - 1956.40

Mean Year of Admission - 1957.35

DISTRICT FOUR

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada	.05	.16	.11	.47	.71	.52	1.01	.90	2.90	5.28	.16	12.27
1947			.03									.03
1948			.03									.03
1949	.08	.11	.14	.08			.03		.03		.03	.50
1950	.08	.36	.08	.14	.05		.05			.08		.84
1951	.30	.47	.25	.27	.19	.11	.05	.03	.05	.05		1.77
1952		.52	.47	.25	.25	.22	.27		.03	.05	.03	2.09
1953			1.40	.63	.38	.27	.41	.11		.11		3.31
1954				2.03	.57	.55	.27	.41	.30	.30		4.43
1955					2.11	.88	.30	.47	.66	.38		4.80
1956						5.25	1.94	.57	1.12	.85	.14	9.87
1957							10.02	1.75	1.75	1.53	.14	15.19
1958								9.17	2.11	1.72	.19	13.19
1959									11.38	3.50	.30	15.18
1960										12.70	.74	13.44
1961											3.04	3.04
Total %	.51	1.62	2.51	3.87	4.26	7.80	14.35	13.41	20.33	26.55	4.77	

Mean Year of Entry - 1957.21

Mean Year of Admission - 1958.07

DISTRICT FIVE

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada		.04	.34	.41	.78	1.38	1.49	2.72	3.05	5.62	.19	16.02
1908			.04									.04
1946	.04											.04
1947	.11											.11
1948		.11	.15			.04	.04		.04	.04		.42
1949	.04	.19	.30	.19		.04						.76
1950	.07	.22	.41	.56	.15	.04	.11	.04	.04	.04		1.68
1951	.37	.45	.60	.41	.41	.15	.15	.04				2.58
1952		.89	.48	.48	.56	.41	.22	.15	.19		.04	3.42
1953			1.68	.74	.52	.56	.52	.30	.11	.19		4.62
1954				2.27	.93	.74	.52	.41	.15	.19		5.21
1955					2.79	1.45	.71	.67	.37	.45	.07	6.51
1956						5.58	1.34	.56	.52	.67		8.67
1957							6.81	1.53	1.30	.86		10.50
1958								7.52	1.71	1.19	.07	10.49
1959									10.01	2.61	.26	12.88
1960										11.54	1.08	12.62
1961											3.46	3.46
Total %	.63	1.90	4.00	5.06	6.14	10.39	11.91	13.94	17.49	23.40	5.17	

Mean Year of Entry - 1956.70

Mean Year of Admission - 1957.77

DISTRICT SIX

Entry Year	Admission Year											Total %
	1951 and Prior	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Born in Canada	.06	.34	.21	.46	.55	.85	1.34	1.59	2.78	6.29	.09	14.56
1945							.03					.03
1946						.03						.03
1947	.03								.03			.06
1948	.21	.03	.03	.03		.03						.33
1949	.09	.15	.18	.09						.03		.54
1950	.09	.18	.24	.27	.12	.09	.03	.03			.03	1.08
1951	.27	.18	.34	.40	.40	.27	.03		.09	.06		2.04
1952		.67	.73	.31	.40	.27	.09	.09	.09	.06		2.71
1953			1.80	.79	.64	.67	.43	.18	.15	.12		4.78
1954				2.56	1.01	.55	.67	.67	.37	.15		5.98
1955					2.53	1.04	.76	.52	.58	.37	.03	5.83
1956						5.34	2.26	1.56	1.07	.95		11.18
1957							7.23	1.56	1.65	1.86	.06	12.36
1958								8.46	2.35	1.71	.12	12.64
1959									9.77	2.38	.06	12.21
1960										10.81	.49	11.30
1961											2.29	2.29
Total %	.75	1.55	3.53	4.91	5.65	9.14	12.87	14.66	18.93	24.79	3.17	

Mean Year of Entry - 1956.74

Mean Year of Admission - 1957.83

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